

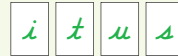
# Pre-Lesson A

## Phonemic Awareness

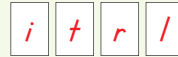
### Phonograms

Develop a kinesthetic awareness of sounds.

Cursive



Manuscript



## Phonemic Awareness

### A Kinesthetic Awareness of Sounds

- Many people have not made a strong connection between the auditory and kinesthetic components of speech. This activity is designed to heighten students' awareness of the differences in the shape of their mouths as they produce a variety of sounds. This is particularly helpful for students who struggle with auditory processing and students who are kinesthetic learners.

### See and Feel the Sounds

- Provide students with a small mirror so they can observe their mouths as they explore the sounds.

#### /p/

/p/. Say /p/ with me. /p/

What part of the mouth is used to say /p/? *lips*

Put your hand in front of your mouth as you say /p/. What do you feel as you say /p/? *air popping out*

Can you make /p/ louder and softer? *no*

Make sure students are not saying /pŭ/; just say /p/.

#### /b/

/b/. Say /b/ with me. /b/

What part of the mouth is used to say /b/? *lips*

Put your hand on your throat as you say /p/ and then /b/. What changes when you say /b/? *My throat vibrates.*

This is your voice box. You turn your voice box on when you say /b/.

/b/ is a voiced sound.

Can you make /b/ louder and softer? *no*

Make sure students are not saying /bŭ/ rather than /b/.

### Materials Needed

Small mirror

### Teacher Tip

#### Why Do Students Guess When Reading?

Students guess at words because many programs teach reading using sight words. In that school of thought, students are taught that “the whole word” on paper is a visual image of a spoken word, without understanding that the letters represent the sounds in the word sequentially. Students are often instructed to guess unknown words from context. This sort of teaching produces students who may have never even considered that words are made up of sounds. Their minds have been trained to focus on the word level. When students learn to sound out phonograms sequentially, there is no more need to guess at words.

### Teacher Tip

#### Student Responses

Students' actual responses may vary from those that appear in the *student response font*.

**/f/**

/f/. Say /f/ with me. /f/

What part of the mouth is used to say /f/? **teeth and lips**

Put your hand in front of your mouth as you say /f/. What do you feel? **air**

Keep your hand in front of your mouth. Say /f/ and /p/. How does the air feel different?

**With /p/ it explodes. It is fast and then stops. With /f/ it is softer and keeps blowing.**

Can you make /f/ louder and softer? **no**

**/v/**

Say /v/. What part of the mouth is used to say /v/? **teeth and lips**

Compare /f/ and /v/. Put your hand in front of your mouth as you say them, and put your other hand on your throat. What is the same and what is different between /f/ and /v/? **The air is soft and blowing with both. /v/ is voiced and /f/ is unvoiced.**

Can you make /v/ louder and softer? **no**

**/ö/**

Say /ö/. Say /ö/ with me. /ö/

How is your mouth shaped as you say /ö/? **round and open**

Can you make /ö/ louder and softer? **yes**

**/ō/**

/ō/. How is your mouth shaped as you say /ō/? **round and open**

Compare /ö/ and /ō/. **The mouth becomes rounder with /ō/.**

Can you make /ō/ louder and softer? **yes**

**/s/**

Say /s/. How is your mouth shaped as you say /s/? **slightly open, teeth close together**

What is your tongue doing? **The tongue is curved on the sides near the front teeth.**

Do you feel the air blowing over your tongue? Place your hand in front of you mouth. Compare the air as you say /s/, /f/, /p/. **/s/ and /f/ are steady streams. /p/ is short and popping.**

Can you make /s/ louder and softer? **no**

**/z/**

Say /z/. Compare the shape of your mouth and tongue to /s/. **They are the same.**

**Teacher Tip****Stages of Language Development**

The problem of random guessing when reading is compounded by the students' stage of language development. Babies are natural speech learners. They listen intently to the phonemes in the mother-tongue spoken around them. First, they babble the individual sounds. Then they combine these into short one-syllable words, followed by two-syllable words, and then short sentences. By the time a child is ready to learn to read, he has mastered most if not all of the forty-five phonemes of English, and is focused on learning new words. In addition, words in the flow of speech are a blend of sounds with variations in color. We do not speak using pure, individual phonemes. It is no wonder many students have never discovered that words are comprised of a sequential blend of individual sounds.

**Teacher Tip****Phonemes**

Phonemes are the individual speech sounds which combine together in a language to form words. The English language has forty-five phonemes.

What is different? */z/ is voiced and /s/ is unvoiced.*

Can you make /z/ louder and softer? *no*

### **/th/**

Say /th/ as in "thin." Where is your tongue? *Sticking out slightly between the teeth.*

Feel the air. Can you make /th/ louder and softer? *no*

### **/TH/**

Say /TH/ as in "this." What is different from /th/? */TH/ is voiced, /th/ is unvoiced.*

Can you make /TH/ louder and softer? *no*

### **/m/**

Say /m/. How is your mouth formed? *It is closed, and the lips are pressed together.*

Is air coming out of your mouth? *no*

What happens if you plug your nose? *I can't say /m/.*

Where is the air coming out? *my nose*

Can you say /th/, /s/ and /b/ if you plug your nose? *yes*

### **/n/**

Say /n/. How is your mouth formed? *The tongue is pressing against the roof of the mouth.*

Where is the air coming out? *the nose*

What happens if you plug your nose? *I can't say /n/.*

### **/ē/**

Say /ē/. How is your mouth shaped as you say /ē/? *It is opened and pulled back in a tense position, like a smile. My tongue is curled against my teeth in the back.*

### **/ī/**

Say /ī/. How is your mouth shaped as you say /ī/? *It is open, my lips are forward and relaxed. My tongue is curled against my teeth in the back.*

Compare /ē/ and /ī/. Is your tongue in the same place? *yes*

What changes? *The lips are pulled back further with /ē/, and they relax to say /ī/.*

# Phonograms and Handwriting

(Choose Cursive or Manuscript)

- Students needing handwriting instruction should learn cursive or manuscript with *The Rhythm of Handwriting* Student Book. Each pre-lesson prompts you which Rhythm of Handwriting lessons to teach.
- Students needing to learn only the phonogram sounds may skip the handwriting instruction but they should still write each letter as part of mastering the sounds.
- The order of introduction for handwriting is based upon the initial stroke needed to form each phonogram. By learning all the phonograms that begin with the same stroke, students develop the needed muscle memory more quickly. This is also the reason that the Cursive and Manuscript lessons teach the phonograms in a different order.
- Students begin by learning the lowercase letters because they represent 95% of all we read and write. Uppercase is only used for proper nouns and the beginning of sentences.
- Use the following paragraphs to teach cursive handwriting or skip to the Manuscript section on page 54. Then do the final section, Phonogram Practice, with all students.

## Cursive

### Paper Position and Line Names

- Position the LOE Whiteboard straight in front of the student. Ask the student to make sweeping curves on the whiteboard by opening and closing his elbow. Notice that the curve does not line up with the lines on the whiteboard. Erase the whiteboard. Ask the student to tilt the whiteboard at the angle needed to match the lines to the natural curve made by opening and closing the elbow. The whiteboard should always be positioned at this angle for writing. (The whiteboard will be tilted the opposite direction for left handed students.) Reposition the whiteboard straight in front of the student. Ask the student to notice how the shoulder and elbow become cramped when writing on the lines. Contrast this a second time with the tilted angle. It is the tilt of the whiteboard or paper that creates the slant when writing.
- *Rhythm of Handwriting Cursive* p. 17. Introduce the student to the terms *baseline*, *midline*, and *top line*.

### Teacher Tip

#### Begin with Sounds, Not Letter Names!

Students should first be taught the sounds, not the names of the letters. Learning the letters names DEE-OH-GEE does not help a child read the word *dog*. Learning the sounds /d-ŏ-g/ provides the necessary information to decode and spell the word. Letter names are important for reading initials, communicating spellings, and reading eye charts; however, they are not foundational to the skill of reading words.

### Materials Needed

LOE Whiteboard and marker  
*Rhythm of Handwriting* (ROH)  
*Cursive* book








Basic Phonogram Flash Cards:

i t u s

Cursive Tactile Cards:

i t u s

## Teaching How to Read and Write a Phonogram

- Introduce the sounds of  with the Basic Phonogram Flash Card.
- Show the Tactile Card . Ask the student to compare and contrast how the phonogram is written in bookface vs. cursive. Discuss the connector strokes and how it is easier to write connected letters. Demonstrate how to tilt the Tactile Card at an angle for writing.
- Demonstrate how to write  using the Tactile Card and the full instructions, ending with the sounds.  
Start at the baseline, swing up to the midline, down to the baseline, pick up your pencil, dot. /ĩ-ĩ-ē-y/.
- The student repeats the instructions while tracing the phonogram.  
*Start at the baseline, swing up to the midline, down to the baseline, pick up your pencil, dot. /ĩ-ĩ-ē-y/.*
- Demonstrate how to write  while saying the bold, rhythmic directions, followed by the sounds.  
Swing. Down. Dot. /ĩ-ĩ-ē-y/.
- The student traces the phonogram as many times as needed while saying:  
*Swing. Down. Dot. /ĩ-ĩ-ē-y/.*
- The student writes the phonogram using his pointer finger on the LOE Whiteboard while saying:  
*Swing. Down. Dot. /ĩ-ĩ-ē-y/.*
- The student writes the phonogram five times using a whiteboard marker on the LOE Whiteboard while saying:  
*Swing. Down. Dot. /ĩ-ĩ-ē-y/.*
- Continue with , , and , following the same steps. Use the full instructions and the bold rhythmic instructions that are found in *Rhythm of Handwriting Cursive* p. 22, 25.

## Independent Work

- *Rhythm of Handwriting Cursive* p. 23 – Ask the student to write the phonogram four times on each size of lines. Then ask:  
Which size is the easiest for you?  
Which size looks the best?  
What size is your favorite line size?
- *Rhythm of Handwriting Cursive* p. 24, 26, 27 – The student writes each phonogram on his favorite line size ten times while saying the bold directions and the sounds.
- Ask the student to circle the neatest letters.

### Teacher Tip

#### Mastery

Repeat each step until the student demonstrates mastery.

### Teacher Tip

#### Left-Handed Students

The whiteboard is tilted the opposite direction for left-handed students. Otherwise, all other aspects of writing are the same.





Left-handed students may prefer using whiteboard crayons instead of markers. They do not wipe off as easily as the hand moves across the board.

# Manuscript

## Paper Position and Line Names

- Position the LOE Whiteboard straight in front of the student. Ask the student to make sweeping curves on the whiteboard by opening and closing his elbow. Notice that the curve does not line up with the lines on the whiteboard. Erase the whiteboard. Ask the student to tilt the whiteboard at the angle needed to match the lines to the natural curve made by opening and closing the elbow. This is the angle the whiteboard should be positioned while writing. (The whiteboard will be tilted the opposite direction for left handed students.) Reposition the whiteboard straight in front of the student. Ask the student to notice how the shoulder and elbow become cramped when writing on the lines. Contrast this a second time with the whiteboard tilted. It is the tilt of the whiteboard or paper that creates the slant when writing.
- Rhythm of Handwriting Manuscript* p. 13. Introduce the student to the terms *baseline*, *midline*, and *top line*.

## Teaching How to Read and Write a Phonogram

- Introduce the sounds of  with the Basic Phonogram Flash Card.
- Show the Tactile Card . Ask the student to compare and contrast how the phonogram is written in bookface vs. manuscript. Discuss how tilting the paper to make words flow naturally along the lines also causes the letters to be naturally slanted.
- Demonstrate how to write  using the Tactile Card and the full instructions, ending with the sounds.  
Start at the midline, straight to the baseline, pick up the pencil, dot. /ĩ-ĩ-ē-y/.
- The student repeats the instructions while tracing the phonogram.  
*Start at the midline, straight to the baseline, pick up the pencil, dot. /ĩ-ĩ-ē-y/.*
- Demonstrate how to write  while saying the bold, rhythmic directions, followed by the sounds.  
Start at the midline. Straight. Dot. /ĩ-ĩ-ē-y/.
- The student traces the phonogram as many times as needed while saying:  
*Start at the midline. Straight. Dot. /ĩ-ĩ-ē-y/.*

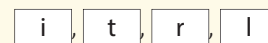
## Materials Needed

LOE Whiteboard

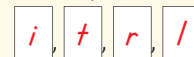
*Rhythm of Handwriting (ROH)*

*Manuscript* book

Basic Phonogram Flash Cards:



Manuscript Tactile Cards



## Teacher Tip

### Left-Handed Students

- The whiteboard is tilted the opposite direction for left-handed students. Otherwise, all other aspects of writing are the same.
- Left-handed students may prefer using whiteboard crayons instead of markers. They do not wipe off as easily as the hand moves across the board.

## Teacher Tip

### Mastery

Repeat each step until the student demonstrates mastery.

- The student writes the phonogram using his pointer finger on the LOE Whiteboard while saying:  
*Start at the midline. Straight. Dot. /ī-ī-ē-y/.*
- The student writes the phonogram five times using a whiteboard marker on the LOE Whiteboard while saying:  
*Start at the midline. Straight. Dot. /ī-ī-ē-y/.*
- Continue with t, r, l, following the same steps. Use the full instructions and the bold rhythmic instructions that are found in *Rhythm of Handwriting Manuscript* p. 18, 21.

### Independent Work

- *Rhythm of Handwriting Manuscript* p. 19 – Ask the student to write the phonogram four times on each size of lines. Then ask:  
Which size is the easiest for you?  
Which size looks the best?  
What size is your favorite line size?
- *Rhythm of Handwriting Manuscript* p. 20, 22, 23 – The student writes each phonogram on his favorite line size ten times while saying the bold directions and the sounds.
- Ask the student to circle the neatest letters.

## Phonogram Practice

- Practice reading the phonograms using the Basic Phonogram Flash Cards.
- Say a phonogram's sound(s). Ask the student to write it on the whiteboard.

### Materials Needed

Basic Phonogram Flash Cards  
taught so far



# Unit 2

<b>Phonograms</b> <b>Level C</b> <b>Exploring Sounds</b> <b>Spelling Rules</b> <b>Spelling Journal</b> <b>Grammar</b> <b>Vocabulary</b> <b>Level A</b> <b>Level B</b> <b>Level C</b>	<div>ck ee ng th</div> <div>ée</div> <div>Short &amp; Long Vowels</div> <div>Spelling Rules 26 &amp; 29</div> <div>/k/</div> <div>Adjectives</div> <div>Compound Words</div> <div>-est Compound Words</div> <div>-eer volunt spect sub- ad- culp</div>
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## Part 1 Essential Concepts

2.1

All

### Phonograms

#### New Phonograms

#### ck, ee, ng, th

Today we will begin to learn multi-letter phonograms.

Show **ck**. /k/ two-letter /k/

What do you notice about this phonogram? *C and K both say /k/. In this phonogram they are working together to say /k/.*

Is this a vowel or a consonant? *consonant*

How do you know? *The sound is blocked. I cannot sing it.*

Two-letter /k/ is a multi-letter consonant.

Show **ee**. /ē/ double /ē/ always says /ē/

Is /ē/ a vowel or a consonant? *vowel*

How do you know? *I can sing it.*

/ē/ double /ē/ is a multi-letter vowel.

### Materials

Basic Phonogram Flash Cards

A-Z, **ck** **ee** **ng** **th**

Student notebook

Spelling Rule Card 26

Pink and yellow highlighters

### Level C

Advanced Phonogram **ée**

### Optional

*Rhythm of Handwriting Book*

*Phonogram Game Cards*

*Index Cards*

*The Essentials Reader, Teacher's Guide, & Student Activity Book*

### Teacher Tip

### Phonograms

Always refer to phonograms by their sounds. Do not refer to them by the letter names.



Show **ng**. /ng/

Is this a vowel or a consonant? **consonant**

How do you know? **The sound is blocked. I cannot sing it.**

Show **th**. /th-TH/

Say /th/ and /TH/. How are they the same? **My mouth is in the same position.**

Place your hand on your throat and say /th-TH/. How are they different? **/th/ is unvoiced and /TH/ is voiced.**

This is a voiced and unvoiced pair.

Is /th/ a vowel or a consonant? **consonant**

How do you know? **The sound is blocked. I cannot sing it.**

Is /TH/ a vowel or a consonant? **consonant**

How do you know? **The sound is blocked.**

In a notebook, write each of the new phonograms five times while saying the sounds.

### Handwriting (optional)

If you used Pre-Lessons A-J (pages 49-91) to teach lowercase handwriting, continue with the uppercase letters in the *Rhythm of Handwriting* Student Book.

C

## Advanced Phonogram

Show the Advanced Phonogram Flash Card **ée**.

This phonogram also has an advanced sound. It says /ā/ in French loan words such as *matinee*, *fiancee*, and *puree*. In English, it is often written with an accent over the first E: *matinée*, *fiancée*, though not always. In French, an é with an acute accent says /ā/.

All

## Phonogram Flash Cards

Drill the phonograms with flash cards.

### Teacher Tip

#### Phonogram Sounds

The Basic Phonogram Flash Cards and Phonogram and Spelling Rule Quick Reference have sample words as a teacher reference. These are helpful for remembering which sound is represented by each dictionary symbol.

### Handwriting

#### Rhythm of Handwriting

Cursive (p. 109): **P B R**

**n**

Manuscript (p. 117): **T I**

**H P**

### Advanced Phonogram

**ée**

/ā/

**matinée puree**

French

### Teacher Tip

#### Advanced Phonograms

Advanced phonograms appear with blue flash card icons in this book to differentiate them from the basic phonograms. Find these phonograms in the Advanced Phonogram Flash Card deck. A table and more information about Advanced Phonograms can be found in the Appendix.

## 2.2

All

## Exploring Sounds

### Short and Long Vowel Sounds

What is a vowel? *A vowel is a sound that can be sustained and the mouth is open.*

Which phonograms have we learned that make one or more vowel sounds? /ă-ā-ä/, /ĕ-ē/, /ĭ-ī-ē-y/, /ō-ō-ö/, /ŭ-ū-ö-ü/, /y-ī-ē/, /ē/ *double* /ē/ *always says* /ē/

Which one is a multi-letter vowel? /ē/ *double* /ē/ *always says* /ē/

We will set /ē/ *double* /ē/ aside for now. Today we will learn more about the single-letter vowels.

What are the single-letter vowels? /ă-ā-ä/, /ĕ-ē/, /ĭ-ī-ē-y/, /ō-ō-ö/, /ŭ-ū-ö-ü/, /y-ī-ē/

Write them on the board as the students list them: *a e i o u y*

Which of the vowels also make a consonant sound? *I and Y*

Point to Y.

What sounds does this say? /y-ī-ē/

Is the first sound /y/ a consonant or a vowel? *consonant*

What are the vowel sounds? /ī-ē/

Point to I.

What sounds does this say? /ī-ē-y/

Is the last sound /y/ a consonant or a vowel? *consonant*

What are the vowel sounds? /ī-ē/

All of the single-letter vowels make more than one sound. The first VOWEL sound is called the short sound. In the dictionary this sound is marked with a symbol called a breve to show that the vowel is saying its short sound. **Breve** is a morpheme that means short.

Say only the first, short vowel sounds for each of the vowels, as I write them on the board. *ă ĕ ĭ ō ŭ ŷ*

As the students say the short sounds, write each vowel with a breve over it.

*ă ĕ ĭ ō ŭ ŷ*

This curved line is called a breve. It means the vowel is saying its short sound. Read the short vowel sounds to me again as I point to each one.

### Teacher Tip

#### Hearing Long and Short Vowels

Understanding the difference between long and short vowels is essential to mastering reading, spelling, and pronunciation. To aid students who struggle to hear the difference between short and long vowels, carefully enunciate each sound and discuss how each sound is formed in the mouth. Compare and contrast the position of the lips and tongue. Rely heavily on developing a kinesthetic awareness of the sounds.

### Optional Practice

#### Vowels

Using the Phonogram Game Cards, ask the students to sort all the phonograms learned in Units 1 and 2 into consonants and vowels.

### Teacher Tip

#### Breve

*Breve* means short. Consider other derivative words such as *brevity* and *abbreviation*.

### Teacher Tip

#### ŷ

The short sound of Y is heard in the word *typical*. It is the same as the short sound of I.

Point to: *a e i o u y* as the students say *ă ě ĭ ǒ ŭ ŷ*

Read the vowels again, but this time read only their second vowel sounds as I write them on the board. *ā ē ī ō ū ŷ*

*ā ē ī ō ū ŷ*

The second vowel sound is called the long sound. In the dictionary, the long sound is marked by drawing a line over the vowel. This line is called a **macron**. *Macro* is a morpheme that means big or long.

Read the long sounds as I point to them. *ā ē ī ō ū ŷ*

What do you notice about the long sounds? *They are the same as the letter names (except Y)*

Point to Y.

What is the name of this phonogram? *Y/wī/*

Do you hear the long vowel sound /ī/ in the name of this phonogram? *yes*

Write *u* on the board.

*u*

How many sounds does this phonogram make? *four*

What are they? */ŭ-ū-ö-ü/*

What is the first sound? */ŭ/*

Is it a short or long sound? *short*

How do we mark it? *Draw a breve over it.*

*ŭ*

What is the second sound? */ū/*

Is it short or long? *long*

How do we mark it? *Draw a line over it.*

*ŭ ū*

What is the third sound? */ö/*

What is the same and what is different between the sounds /ū/ and /ö/? */ū/ starts with a /y/ sound. /ö/ does not start with /y/. They both say /ö/.*

These are two variations of the long sound. In some words the /y/ sound is dropped. We will mark both /ū/ and /ö/ by drawing a macron over them to show they are long sounds.

*ŭ ū ū*

Read the long vowels again, including both of the long sounds for U. *ā ē ī ō ū ū ŷ*

### Teacher Tip

*ŷ*

The long sound of Y is heard in the word *type*. It is the same as the long sound of I.

### Teacher Tip

#### Macron

*Macro* is the Greek root for *long* or *large*.

### Teacher Tip

#### Long Vowels

Long vowels are also called diphthongs. *Di-* is a Greek prefix that means two. Technically, diphthongs are two vowel sounds that glide together and are used within one syllable. Using a kinesthetic awareness of sounds, say each of the long vowels. Feel how your mouth glides closed at the end. Although there are technically two sounds in the phonemes represented by these phonograms, we usually think of them as a single sound in English.

### Teacher Tip

*ū*

The two long sounds of U are heard in the words *cute* and *blue*.



**2.2 Vowels – page 13** I will read a vowel. Circle the vowel sound you hear. Then if it is a long sound, highlight it in pink. If it is a short sound, highlight it in yellow.

- |      |      |         |       |
|------|------|---------|-------|
| 1. ä | 4. ō | 7. ū /ö | 10. ē |
| 2. ī | 5. ā | 8. ǒ    |       |
| 3. ě | 6. ĭ | 9. ĳ    |       |

I will say a vowel sound. Write it in your notebook with the correct marking.

- |      |      |      |       |
|------|------|------|-------|
| 1. ĭ | 4. ǒ | 7. ā | 10. ä |
| 2. ī | 5. ē | 8. ū |       |
| 3. ě | 6. ŭ | 9. ō |       |

2.3

All

## Spelling Rule

### Rule 26: When to Use CK

What three phonograms have we learned that say /k/? /k/, /k-s/, and two-letter /k/

Write on the board.

k c ck

Point to k.

To keep us from getting confused, we will call this tall /k/.

Point to c.

What does this say? /k-s/

We call this phonogram /k-s/.

Point to ck.

What does this say? /k/

We call this phonogram two-letter /k/.



**2.3-1 Words That Use CK – page 14** Read the words aloud.

deck	rock	tack
neck	sock	rack
lick	truck	speck
tick	luck	click

What pattern do you see? *They all end in two-letter /k/.*

### Optional Practice

#### Short and Long Vowels

Have each student write a breve on one index card and a macron on another. Ask the students to hold up the breve or the macron depending on which vowel sound they hear in the word. Read the words:

*pick, pike, pan, gold, cute, bed, scene, mop, plate, bite, sat, fed, kid, tuck, told, hit, can, make, pet, end, mute, let, cut, tip, kind, sad, made, lick, glad, get, take, hand, hot, red, mad, sit, poke, up, hike, fit, bend, size, fun, trash, wet, brake, much*

Variation: Hang a large breve on one side of the classroom and a macron on the other. Ask students to run to the correct side of the room to identify the vowel heard in the word.

### Spelling Rule 26

Two-letter /k/ is used only after a single vowel which says its short sound.

### Optional Practice

#### Spelling Rule 26

- Create a poster to illustrate this rule. Include sample words.
- Ask the students to teach the rule to someone else.
- Review spelling rules 11, 21, and 26 with the Spelling Rule Flash Cards.

Underline the two-letter /k/ in each word.

*deck*

*rock*

Mark each of the vowels as long or short. What do you notice? ***They are all short vowel sounds.***

*deck*

*rock*

*tack*

*neck*

*sock*

*rack*

*lick*

*truck*

*speck*

*tick*

*luck*

*click*

Do you see any multi-letter vowels? ***No, they are all single-letter vowels.***

When do you think CK is used? ***Answers will vary.***

The actual spelling rule says: Two-letter /k/ is used only after a single vowel which says its short sound.

Show the students Spelling Rule Card 26. Recite the rule three times.

Let's compare these to words that do NOT use CK to spell the sound /k/. Listen while I read them aloud, and pay attention to the sounds that come right BEFORE the /k/ sound.

Read the following words aloud as you write them on the board.

*week*

*seek*

*creek*

What do these words have in common? ***They use tall /k/.***

Tall /k/ is the most common spelling of /k/ after a multi-letter vowel.

Why can't we use CK? ***The /k/ is after a long vowel sound. Also, it is a multi-letter vowel.***

What is the rule? ***Two-letter /k/ is used only after a single vowel which says its short sound.***

*task*

*sink*

*park*

What do these words have in common? ***They use tall /k/.***

Why can't we use two-letter /k/ to spell these words? ***The /k/ is after a consonant. Two-letter /k/ is used only after a single, short vowel.***

Tall /k/ is the most common spelling of /k/ after a consonant.

*kit*

*keep*

*kids*

Why can't we use two-letter /k/ in these words? ***The /k/ sound is at the beginning of the word, not after a short vowel.***

### Teacher Tip

#### C and K

K is the most common spelling of /k/ after a consonant, after a multi-letter vowel, and after a long vowel sound.

C is the most common spelling of the sound /k/ at the beginning of the word.

K is used at the beginning of a word primarily before an E, I, or Y. This will be covered in Unit 15.

Let's review. When is two-letter /k/ used? *Two-letter /k/ is used only after a single vowel which says its short sound.*

Is it ever used at the beginning of the word? *no*

Is it ever used after a long vowel? *no*

Is it ever used after a consonant? *no*

Is it ever used after a multi-letter vowel? *no*



**2.3-2 Words That Do Not Use CK – page 14** Read the words aloud. Highlight the reasons we cannot use CK to spell these words.

B

C

## Spelling Rules: More on Rule 26

Write the words on the board.

*classic*

*fantastic*

*rustic*

*plastic*

Read each word. Can /k-s/ be used after a single, short vowel? *yes*

Which vowel is it used after here? */i/*

*-ic* is a common suffix in Latin and Greek. This suffix forms adjectives and nouns.

*quick*

*tick*

*sick*

*sock*

What kind of words are these words? *short, one syllable words*

How are the words that end in C different from these words which end in CK? *The words that end in CK have one syllable. The words that end in C are multi-syllable words.*

CK is used primarily at the end of one-syllable base words, and in words that are related to those base words (black, blacker, blackboard). When two-letter /k/ comes at the end of a word, it will usually be a one-syllable word.

CK is a less common spelling of /k/ than C is. This is because a majority of words are multi-syllable words, and the most common way to spell /k/ after a vowel at the end of a multi-syllable word is with the phonogram /k-s/.

### Teacher Tip

#### Syllables

For more about syllables see Exploring Sounds: Syllables – page 161.

### Teacher Tip

#### CK and C

CK is used in English root words. It was used to protect the hard /k/ sound when adding suffixes that begin with an E, I, or Y.

English roots are usually very old and are commonly short, one-syllable words such as *duck*, *trick*, and *stick*.

Two-syllable English words are commonly from Latin or Greek. When these words end in a /k/ sound after a short vowel, it is frequently spelled with a C. Most commonly these words will end with the Latin suffix *-ic*.



## Optional **The Essentials Reader**

### **Unit 1: Ten Quips**

- Complete the Pre-Reading activities on page 5 of *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 1 of *The Essentials Reader Student Activity Book*. Ask the students to underline multi-letter phonograms and mark where the syllables divide.

### **Teacher Tip**



#### **Essentials Reader**

Texts in the Essentials Reader are controlled for phonograms and spelling rules that have been introduced in the units. All of the concepts that are found in 'Ten Quips' are taught in Essentials Unit 1.

You may complete any or all of the Essentials Reader Lesson 1 activities at the end of Essentials Unit 1, or you may intersperse the Reader activities with all 5 Parts of Essentials Unit 2 as they are scheduled here in the Teacher's Guide.



## Part 2 Building Words

2.4

All

### Review



- Phonograms:** 2.4 Phonogram Bingo – page 15

Say a phonogram's sound(s). The students cover the phonogram with a penny. When all the squares have been covered, the student calls out "Bingo." The student then reads each phonogram as he removes each penny.

- Spelling Rule:** Show the back of Spelling Rule Card 26.

Read the words. What is the rule? *Two-letter /k/ is used only after a single vowel which says its short sound.*

Write tall /k/ on one side of your whiteboard.

Write two-letter /k/ on the other side.

I will say a word. It ends in either two-letter /k/ or tall /k/. Show me the correct phonogram.

quick

lick

tack

plank

stink

peak

sock

leak

rock

C

#### Vocabulary:

- Review the Morpheme Cards: *con-*, *tract*, *flict*, *pact*, *sist*, *tent*, *plex*, *ab-*.

2.5

All

### Spelling Journal

/k/



**Spelling Journal /k/** One of the challenges of learning to spell in English is that there are multiple ways to spell some of the sounds. For example, what are three ways we have learned to spell the sound /k/? *C, K, and CK*

To help us organize sounds that have multiple spellings, we will create a Spelling Journal. The Spelling Journal is arranged by sound.

Open your Spelling Journal and turn to the Sound to Spelling Reference page at the beginning. This page lists the sounds which are found in the Spelling Journal. This is a list of sounds, not phonograms.

Scan down the first column until you find the sound /k/. What page is it on?

Open to the /k/ sound in the journal.

#### Materials

Pennies to cover a Bingo game

Spelling Rule Card 29

LOE Whiteboard

Spelling Journal

Red colored pencil

Phonogram Game Cards

#### Level C

Morpheme Flash Cards

#### Optional

*The Essentials Reader, Teacher's Guide, & Student Activity Book*

#### Teacher Tip

##### Bingo

Use chocolate chips or small crackers to cover the squares for a nice treat at the end of the game.

#### Teacher Tip



##### Leaf Icon

The leaf image in the margin signifies an exercise in the Spelling Journal.

#### Teacher Tip

##### Spelling Journal

Encourage students to add words they encounter in the spelling list or in other subjects to the Spelling Journal if the words have a sound that can be spelled in multiple ways. Allow students to use the Spelling Journal as a personal reference tool while writing.

<b>k</b> Most commonly used before an E, I, or Y. Used at the end of the word.	<b>ck</b> Used only after a single, short vowel.
<i>see<sup>k</sup></i>	<i>ne<sup>ck</sup></i>
<i>sin<sup>k</sup></i>	<i>ro<sup>ck</sup></i>
<i>ki<sup>d</sup></i>	<i>si<sup>ck</sup></i>

This page gives us a place to keep words that spell the /k/ sound differently. I will say a word. Tell me if it will use tall /k/ or two-letter /k/. Then write it in your Spelling Journal as I write it on the board. Write the /k/ in red. Underline the two-letter /k/. Put a breve over the short vowel.

seek **tall /k/**

rock **two-letter /k/**

sink **tall /k/**

kid **tall /k/**

neck **two-letter /k/**

sick **two-letter /k/**

We will continue to record sample words for each spelling in the Spelling Journal. I also strongly recommend that you use this journal to collect words that you commonly forget how to spell. You can then use it as a reference when you are writing.

### Teacher Tip

**Levels** **B** **C**

Include words which end in C on the /k/ page: *plastic, toxic, hectic, fantastic.*



## Optional The Essentials Reader

**Complete Spelling Analysis for your student's level before completing today's activities with The Essentials Reader.**

### Unit 1: Ten Quips

- Read "Ten Quips" on page 7 of *The Essentials Reader*.
- Complete some or all of the Post-Reading activities on page 6 of *The Essentials Reader Teacher's Guide*.

2.6

All

## Spelling Analysis Review

Take out your Phonogram Game Cards. I will say a phonogram sound, provide a hint if needed, and hold up my fingers to show how many letters are used to write the sound. Show me the correct Phonogram Game Card.

### Teacher Tip

#### Alternate Practice Idea

Rather than using Phonogram Game Cards, ask the students to write the correct phonogram on their whiteboards.

Hold up two fingers.

/k/ The students hold up ck.

Hold up one finger.

/ĩ-ĩ-ē-y/ The students hold up i.

Hold up two fingers.

/ē/ double /ē/ The students hold up ee.

Hold up one finger.

/j/ The students hold up j.

Hold up one finger.

/g-j/ The students hold up g.

Hold up one finger.

/z/ The students hold up z and x.

Do you know which of these is the most common? **Z**

Yes, X only says /z/ in a few words. But one of those words is common in children's ABC books: xylophone. All of the words that start with an X that says /z/ are Greek words, and the rest of the words are rare or advanced vocabulary. If I hold up one finger and I say /z/, use a Z. I will cue you specially if there is an X.

Hold up one finger.

/s-z/ The students hold up s.

Now show me both /s-z/ and /z/. The students hold up s and z.

Which spelling do you think is the most common spelling of /z/?

S is the most common spelling of /z/. Does that surprise you?

S spells /z/ in many common words such as *is*, *has*, and *was*. It is also a common sound that S makes when it is making a word plural such as *tabs*, *dads*, *eggs*.

However, there is one place that if you hear /z/, it will be spelled with a Z.

I will say a few words and you tell me when Z is used to spell /z/.

*zoo, zebra, zero* **Z spells /z/ at the beginning of a word.**

What is the other spelling of /z/ used at the beginning that is not common? **X**

Since X is so rare, if you hear /z/ at the beginning of the word use a Z unless I cue you otherwise.

Show Spelling Rule Card 29.

Z, never S, spells /z/ at the beginning of a base word. Let's say this rule together. **Z, never S, spells /z/ at the beginning of a base word.**

### Teacher Tip

#### Cuing when S says /z/

As you work through the spelling lists, you will discover that S is by far the most common spelling of /z/. Z is actually quite rare. For this reason, many teachers drop the cuing of S after students have made this discovery, only adding the cue when the sound is spelled with Z. This is fine. Continue to provide the cue for both spellings, however, if your students find it helpful.

### Spelling Rule 29

Z, never S, spells /z/ at the beginning of a base word.

# Spelling Analysis



## Spelling List 2 – page 17

A

### Tips for List 2.A

Review the “Tips for List 1.A” on page 102 in this Teacher's Guide.

Spelling Analysis					List 2.A		
1	2	3	4	5	6	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. <b>street</b>	The street is empty.	1	strēt	/strēt/	/s-t-r-ee-t/	Use /s-z/. Use /ē/ double /ē/.	
8 8 Write Segment	9 9 Analyze						10 Read
<i>street</i>	Underline /ē/ double /ē/.						
Vocabulary				Part of Speech		Plural / Past Tense	
				N		streets	
2. <b>sun</b>	The sun is a burning ball of gas.	1	sŭn	/sŭn/	/s-u-n/	Use /s-z/.	
<i>sun</i>	All first sounds.						
				N, V		suns, sunned	
3. <b>three</b>	He is holding up three fingers.	1	thrē	/thrē/	/th-r-ee/	Use /ē/ double /ē/.	
<i>three</i>	Underline the /th/. Underline the /ē/.						
				N, Adj		threes	
4. <b>black</b>	This is a black chalkboard.	1	blāk	/blāk/	/b-l-a-ck/	Use two-letter /k/ used only after a single, short vowel.	
<i>black</i>	Underline two-letter /k/. <sup>26</sup> CK is used only after a single vowel which says its short sound.						
				Adj			
5. <b>strong</b>	Hercules was strong.	1	ströng	/ströng/	/s-t-r-o-ng/	Use /s-z/.	
<i>strong</i>	Underline the /ng/.						
				Adj			
6. <b>sick</b>	Emma feels sick.	1	sĭk	/sĭk/	/s-i-ck/	Use /s-z/. Use /ī-ĭ-ē-y/. Use two-letter /k/ used only after a single, short vowel.	
<i>sick</i>	Underline the /k/. <sup>26</sup> CK is used only after a single vowel which says its short sound.						
				Adj			



## B

## Tips for List 2.B

## Multi-Syllable Words

Level B includes two-syllable words. Teachers in Level B will need to use all ten Spelling Analysis steps. To help students divide syllables, enunciate each word with a clear break between the syllables. Direct students to leave a space between the syllables when writing the word. Some teachers may choose to teach the section Exploring Sounds: Syllables – page 161 (Unit 3) before teaching this spelling list.

## Double Consonants

When a word includes a double consonant, articulate both consonants during spelling analysis.

## Schwa

Level B includes some schwa sounds. Teachers have the option of introducing students to schwa using Exploring Sounds: Schwa – page 195 (Unit 4) before teaching this section. However, you may also teach these words before teaching schwa, using say-to-spell to help students create an auditory picture of the word.

## Say-to-Spell

During spelling analysis, it is important to say-to-spell sounds that are omitted, pronounced as schwa, or distorted in certain dialects. Articulate these sounds clearly in steps 4 and 5 to aid students in creating an auditory picture of the word for the purpose of spelling. The sounds requiring say-to-spell are highlighted in red in the spelling chart and should be pronounced as written, not as the word is commonly pronounced. For more information, see *Uncovering the Logic of English* p. 124-125.

Spelling Analysis						List 2.B
1	2	3	4	5	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue
1. <b>sweetest</b>	This cake has the sweetest frosting I've ever tasted.	2	swēt ěst	/swēt/ /ěst/	/s-w-ee-t/ /e-s-t/	Use /s-z/. Use /ē/ double /ē/. Use /s-z/.
8	9					10
Write Segment	Analyze					Read
<u>swee</u> t est	Underline /ē/ double /ē/.					
Vocabulary		Part of Speech		Plural / Past Tense		
-est superlative adjective; the most		Adj				
2. <b>backpack</b>	Things are spilling out of the backpack.	2	băk păk	/băk/ /păk/	/b-a-ck/ /p-a-ck/	Use two-letter /k/ used only after a single, short vowel. Use two-letter /k/ used only after a single, short vowel.
<u>back</u> <u>pack</u>	Underline two-letter /k/. <sup>26</sup> CK is used only after a single vowel which says its short sound.					
		N, V		backpacks, backpacked		

3.	<b>weekend</b>	The Jones family spent the weekend at the beach.	2	wēk ěnd	/wēk/	/w-ee-k/	Use /ē/ double /ē/. Use tall /k/.
	<i>week end</i>	Underline the /ē/.			/ěnd/	/e-n-d/	
					N, Adj		weekends
4.	<b>steep</b>	The deer ran down the steep mountain.	1	stēp	/stēp/	/s-t-ee-p/	Use /s-z/. Use /ē/ double /ē/.
	<i>steep</i>	Underline the /ē/.					
					Adj, V		steeped
5.	<b>muffin</b>	I would like the chocolate chip muffin.	2	mŭf ĩn	/mŭf/	/m-u-f/	
	<i>muf ĩn</i>	All first sounds.			/fĭn/	/f-i-n/	Use /ĩ-ĩ-ē-y/.
					N		muffins
6.	<b>slick</b>	A car swerved on the slick street.	1	slĭk	/slĭk/	/s-l-i-ck/	Use /s-z/. Use /ĩ-ĩ-ē-y/. Use two-letter /k/ used only after a single, short vowel.
	<i>slick</i>	Underline the /k/. <sup>26</sup> CK is used only after a single vowel which says its short sound.					
					Adj, N, V		slicks, slicked
7.	<b>mammoth</b>	The mammoth had a trunk like an elephant.	2	mām mŏth	/mām/	/m-a-m/	
	<i>mam moth</i>	Say-to-spell /ŏ/. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĩ/, in an unstressed syllable or unstressed word. Underline the /th/.			/mŏth/	/m-o-th/	
					Adj, N		mammoths
8.	<b>thick</b>	The book is very thick.	1	thĭk	/thĭk/	/th-i-ck/	Use /ĩ-ĩ-ē-y/. Use two-letter /k/ used only after a single, short vowel.
	<i>thick</i>	Underline the /th/. Underline the /k/. <sup>26</sup> CK is used only after a single vowel which says its short sound.					
					Adj, Adv, N		
9.	<b>swing</b>	Sydney loves the swing!	1	swĭng	/swĭng/	/s-w-i-ng/	Use /s-z/. Use /ĩ-ĩ-ē-y/.
	<i>swing</i>	Underline the /ng/.					
					N, V		swings, swung



<b>10. swift</b>	Kevin made a swift delivery.	1	swift	/swɪft/	/s-w-i-f-t/	Use /s-z/. Use /i-ī-ē-y/.
<i>swift</i>	All first sounds.					
				Adj, N		swifts
<b>11. pocket</b>	Paul had his phone stolen from his back pocket.	2	pōk ēt	/pōk/	/p-o-ck/	Use two-letter /k/ used only after a single, short vowel.
				/ēt/	/e-t/	
<i>pock et</i>	Underline the /k/. <sup>26</sup> CK is used only after a single vowel which says its short sound.					
				N, V		pockets, pocketed
<b>12. seedling</b>	The seedling emerged overnight.	2	sēd līng	/sēd/	/s-ee-d/	Use /s-z/. Use /ē/ double /ē/.
				/līng/	/l-i-ng/	Use /i-ī-ē-y/.
<i>seed ling</i>	Underline the /ē/. Underline the /ng/.					
				N		seedlings
<b>13. exotic</b>	Jessica tasted the exotic fruit.	3	ēs ōt īk	/ēs/	/e-x/	
				/ōt/	/o-t/	
				/īk/	/i-c/	Use /i-ī-ē-y/. Use /k-s/.
<i>ex ot ic</i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. C is the most common spelling of /k/ at the end of a multi-syllable word.					
	<b>exo-</b> outside <b>-tic</b> adjective, noun, & verb suffix			Adj		
<b>14. deep</b>	The water is deep here.	1	dēp	/dēp/	/d-ee-p/	Use /ē/ double /ē/.
<i>deep</i>	Underline the /ē/.					
				Adj		
<b>15. creek</b>	A creek flows through the forest.	1	krēk	/krēk/	/c-r-ee-k/	Use /k-s/. Use /ē/ double /ē/. Use tall /k/.
<i>creek</i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ē/.					
				N		creeks

## C

## Tips for List 2.C

See “Tips for List 2.B” on page 138

## Advanced Phonogram in matinee

Advanced phonograms are used infrequently and do not need to be memorized. When cuing the advanced phonogram EE in *matinee*, you may hold up the Advanced Phonogram Flash Card, write the phonogram on the board, and/or say the names of the letters which spell the advanced phonogram. Mark the advanced phonogram with an A. This phonogram is often written with an accent mark, but not always.

## Spelling Analysis

## List 2.C

1	2	3	4	5	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue
7						Write
1. <b>culprit</b>	The culprit is in handcuffs.	2	kŭl prīt	/kŭl/ /prīt/	/c-u-l/ /p-r-ī-t/	Use /k-s/. Use /ī-ī-ē-y/.
8	8	9	9			10
Write Segment	Analyze					Read
<i>cul prīt</i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
	Vocabulary			Part of Speech		Plural / Past Tense
	<b>culp</b> guilt			N		culprits
2. <b>myth</b>	The story of Zeus is a myth.	1	mīth	/mīth/ /m-y-th/		Use /y-ī-ē-ē/.
<i>mŷth</i>	Put a breve over the /ī/. /y-ī-ē-ē/ said its short sound. Underline the /th/.					
				N		myths
3. <b>volunteer</b>	Alex likes to volunteer.	3	vŏl ũn tēr	/vŏl/ /ũn/ /tēr/	/v-o-l/ /u-n/ /t-ee-r/	Use /ē/ double /ē/.
<i>vol un tēer</i>	Underline /ē/ double /ē/.					
	<b>volunt</b> will <b>-eer</b> noun suffix that denotes a person			N, Adj, V		volunteers, volunteered
4. <b>puppeteer</b>	This girl is a puppeteer.	3	pŭp pēt ēr	/pŭp/ /pēt/ /ēr/	/p-u-p/ /p-e-t/ /ee-r/	Use /ē/ double /ē/.
<i>pup pet eer</i>	Underline the /ē/.					
	<b>-eer</b> noun suffix that denotes a person			N		puppeteers
5. <b>profits</b>	The company is increasing its profits.	2	prŏf ĭts	/prŏf/ /ĭts/	/p-r-o-f/ /ī-t-s/	Use /ī-ī-ē-y/. Use /s-z/.
<i>prof ĭts</i>	<sup>21</sup> To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.					
				N		

6. <b>profiteer</b>	He is a profiteer who makes millions on foreclosed homes.	3	prŏf <b>ĭ</b> t ěr	<b>/prŏf/</b> <b>/ĭt/</b> <b>/ěr/</b>	<b>/p-r-o-f/</b> <b>/ĭ-t/</b> <b>/ee-r/</b>	Use /ĭ-ĭ-ĕ-y/. Use /ě/ double /ě/.
	<i>prof it <u>eer</u></i>	Say-to-spell /ĭ/. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Underline the /ě/.				
<b>-eer</b> noun suffix that denotes a person				N	profiteers	
7. <b>hammock</b>	A hammock is a hanging bed.	2	hăm m <b>ö</b> k	<b>/hăm/</b> <b>/mök/</b>	<b>/h-a-m/</b> <b>/m-o-ck/</b>	Use two-letter /k/ used only after a single, short vowel.
	<i>ham <u>mock</u></i>	<sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Underline two-letter /k/. <sup>26</sup> CK is used only after a single vowel which says its short sound.				
				N	hammocks	
8. <b>assistant</b>	Jenny is a nursing assistant.	3	ăs sĭst <b>ă</b> nt	<b>/ăs/</b> <b>/sĭst/</b> <b>/ănt/</b>	<b>/a-s/</b> <b>/s-ĭ-s-t/</b> <b>/a-n-t/</b>	Use /s-z/. Use /s-z/. Use /ĭ-ĭ-ĕ-y/. Use /s-z/.
	<i>as sĭst <u>ant</u></i>	Say-to-spell /ă/. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.				
<b>as-</b> to, toward, add <b>sist</b> to stand <b>-ant</b> noun & adjective suffix; characterized by				N, Adj	assistants	
9. <b>athletic</b>	Jumping is athletic.	3	ăth lĕt ĭk	<b>/ăth/</b> <b>/lĕt/</b> <b>/ĭk/</b>	<b>/a-th/</b> <b>/l-e-t/</b> <b>/i-c/</b>	Use /ĭ-ĭ-ĕ-y/. Use /k-s/.
	<i><u>ath</u> let ic</i>	Underline the /th/. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. C is the most common spelling of /k/ at the end of a multi-syllable word.				
<b>athlete</b> athlete <b>-ic</b> adjective, noun, & verb suffix				Adj		
10. <b>matinée</b>	A matinée showing of a movie is during the day.	3	măt ĭn ā	<b>/măt/</b> <b>/ĭn/</b> <b>/ā/</b>	<b>/m-a-t/</b> <b>/i-n/</b> <b>/ee/</b>	Use /ĭ-ĭ-ĕ-y/. Use the advanced phonogram EE which says /ā/.
	<i>mat in <sup>A</sup><u>e</u></i>	Underline the advanced phonogram /ā/ and put an A over it.				
				N	matinées	
11. <b>suspect</b>	This man is a suspect for a bank robbery.	2	sŭs pĕkt	<b>/sŭs/</b> <b>/pĕkt/</b>	<b>/s-u-s/</b> <b>/p-e-c-t/</b>	Use /s-z/. Use /s-z/. Use /k-s/.
	<i>sus <u>pect</u></i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.				
<b>su-</b> below, under, beneath, secondary <b>spect</b> to look, to see				N, V, Adj	suspects, suspected	

12. <b>unsuspecting</b>	Joe was an unsuspecting victim of the wallet thief.	4	ün süs pëkt ñng	/ŭn/	/u-n/	
				/sŭs/	/s-u-s/	Use /s-z/. Use /s-z/.
				/pëkt/	/p-e-c-t/	Use /k-s/.
				/ñng/	/i-ng/	Use /ĩ-ĩ-ě-y/.

*un sus pect ñng* <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ng/.

**un-** not, opposite, lacking  
**su-** below, under, beneath, secondary  
**spect** to look, to see  
**-ing** noun and adjective suffix; associated with, an instance of

Adj

13. <b>aspect</b>	Michelle manages the financial aspect of the business.	2	ās pëkt	/ās/	/a-s/	Use /s-z/.
				/pëkt/	/p-e-c-t/	Use /k-s/.

*as pect* <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

**a-** to, toward, add  
**spect** to look, to see

N

aspects

14. <b>spectrum</b>	The painter has a wide spectrum of colors to choose from.	2	spëk trŭm	/spëk/	/s-p-e-c/	Use /s-z/. Use /k-s/.
				/trŭm/	/t-r-u-m/	

*spec trum* <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

**spect** to look, to see

N

spectrums

15. <b>fantastic</b>	The scenery is fantastic.	3	făn tās tĭk	/făn/	/f-a-n/	
				/tās/	/t-a-s/	Use /s-z/.
				/tĭk/	/t-i-c/	Use /ĩ-ĩ-ě-y/. Use /k-s/.

*fan tas tic* <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. C is the most common spelling of /k/ at the end of a multi-syllable word.

**fantas** imaginary  
**-tic** adjective, noun, & verb suffix

Adj

## Part 3 Words in Context

2.7

All

### Review

- **Phonograms:** Dictate the phonograms while students write them in a notebook.

- |                          |                       |
|--------------------------|-----------------------|
| 1. y /y-ī-ē/             | 14. f /f/             |
| 2. ck /k/ two-letter /k/ | 15. g /g-j/           |
| 3. h /h/                 | 16. j /j/             |
| 4. t /t/                 | 17. ee /ē/ double /ē/ |
| 5. v /v/                 | 18. e /ē-ē/           |
| 6. th /th-TH/            | 19. ng /ng/           |
| 7. m /m/                 | 20. n /n/             |
| 8. o /ō-ō-ō/             | 21. a /ă-ā-ä/         |
| 9. u /ū-ū-ō-ū/           | 22. c /k-s/           |
| 10. i /ī-ī-ē-y/          | 23. z /z/             |
| 11. w /w/                | 24. b /b/             |
| 12. x /ks-z/             | 25. qu /kw/           |
| 13. r /r/                |                       |

- **Spelling Rules:** Review Spelling Rules 11, 21, 26, and 29 by reciting them. Discuss the sample words on the back of the card.
- **Spelling: Blind Spelling**  
Read a few words from Spelling List 2. Ask the students to write each word with their eyes closed.

2.8

All

### Grammar Review

What is a noun? *A noun is the name of a person, place, thing, or idea.*

What are some examples of people?

What are some examples of places?

What are some examples of things?

What are some examples of ideas?



**Spelling List 2 – page 17** Read yesterday's spelling list and identify the nouns. In the Part of Speech column, write a red N next to each word that is a noun.

Guide students to read each word, think about how they use it, and identify whether it is used as a noun. It is not necessary to find all the parts of speech that a word can be; the goal is to note the common ones and to become comfortable thinking about the jobs words are

#### Materials

Student notebook  
Spelling Rule Flash Cards  
Red and blue colored pencils  
Grammar Flash Card 2  
Stuffed animal

#### Optional

Index cards  
Blank paper  
The Essentials Reader, Teacher's Guide, & Student Activity Book

#### Optional Practice

##### Phonograms

While correcting the Phonogram Practice, ask the students to read back the phonogram sounds while you write the correct answers on the board.

#### Spelling Journal

**/k/**

Ask students to find words in their spelling list which use K or CK to spell the sound /k/ and add them to their Spelling Journal.

**/k/** k, ck

doing in sentences. Words that students are not expected to identify as nouns are in parentheses.

## Nouns

**A** street, sun, three, truck, string, ten, pond, (long), path, tree, rock

**B** backpack, weekend, muffin, (slick), mammoth, (thick), swing, (swift), pocket, seedling, creek

**C** culprit, myth, volunteer, puppeteer, profit, profiteer, hammock, assistant, matinee, suspect, aspect, spectrum

*street*

How do I make *street* plural? **Add an -s.**

*street streets*

What is the rule? **To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.**



**Spelling List 2 – page 17** Write the plural form of each noun on your spelling list.

## Plural Nouns

**A** streets, suns, threes, trucks, tens, strings, ponds, (longs), paths, trees, rocks

**B** backpacks, weekends, muffins, (slicks), mammoths, swings, (swifts), pockets, seedlings, creeks

**C** culprits, myths, volunteers, puppeteers, profits, profiteers, hammocks, assistants, matinees, suspects, aspects, spectrums

**All**

## Adjectives

Today we will learn a second part of speech.

An **adjective** is a word that modifies or describes a noun.

Close your eyes. Picture an apple. Now, picture a green apple. *Green* is describing the word *apple*. *Green* is an adjective. Now, picture a tiny apple. *Tiny* is an adjective describing *apple*. Imagine a cat. Now, imagine a fat cat. *Fat* is an adjective modifying *cat*.

*Green*, *tiny*, and *fat* are all adjectives.

## Optional Practice

### Spelling Cards

- Dictate the words in Unit 2 as the students write them on index cards.
- Sort the cards from Units 1 and 2 into nouns and adjectives. Color a red border around the nouns. Color a blue border around the adjectives.
- Arrange the cards into short adjective-noun phrases.
- Show the students a picture dictionary. Ask the students to create a scene using all the words in the list and to label each of the words.

Hold up a stuffed animal.

Describe this stuffed animal. *Answers will vary.*

Show Grammar Flash Card 2. Recite the definition and the questions answered by an adjective.

I will read a phrase. Ask "What kind?" to find the adjective.

black cat *What kind of cat? Black. Black is an adjective modifying cat.*

fast runner *What kind of runner? Fast. Fast is an adjective modifying runner.*

beautiful girl *What kind of girl? Beautiful. Beautiful is an adjective modifying girl.*

Now ask, "How many?"

five dolls *How many dolls? Five. Five is an adjective modifying dolls.*

six cats *How many cats? Six. Six is an adjective modifying cats.*

sixty bugs *How many bugs? Sixty. Sixty is an adjective modifying bugs.*

Next, I will read a phrase. Ask a question to find the adjective.

delicious food *What kind of food? Delicious. Delicious is an adjective modifying food.*

broken table *What kind of table? Broken. Broken is an adjective modifying table.*

cold weather *What kind of weather? Cold. Cold is an adjective modifying weather.*

In English, nouns can be used as adjectives, specifying something about another noun. Picture a dog house. Now picture a dog. In the phrase "dog house," is *dog* the name of a thing, or is it telling us *what kind of house*? *It is telling us what kind of house.*

Focus on what *job* the word is doing in the phrase or sentence you are looking at. *Dog* is acting as an adjective.

**Spelling Lists 1 & 2** – Identify the adjectives in Spelling Lists 1 and 2. You can identify adjectives by finding words which answer: What kind? How many? Which one? Whose? In the Part of Speech column, write a blue *Adj.* next to the words that are adjectives.

## Grammar Flash Card 2 Adjective

An *adjective* modifies a noun or a pronoun.

*An adjective answers:  
What kind? How many?  
Which one? Whose?*

## Optional Practice

### Adjectives

As each adjective is identified, ask the students to use it in a sentence.

## Teacher Tip

### Identifying Adjectives

Nouns performing the job of an adjective in a sentence are called attributive nouns. Other parts of speech also sometimes take on the job of a different part of speech in English sentences; this is called a functional shift. When you mark the parts of speech, guide students to focus on what job the word is doing in the sentence, rather than what part of speech the word "should" be.





**A** fast, pink, bad, soft, last, three, black, strong, sick, green, ten, long

**B** splendid, grand, drab, timid, vast, velvet, damp, sweetest, weekend, steep, slick, mammoth, thick, swift, exotic, deep

**C** abstract, consistent, insistent, compact, complex, rustic, tranquil, public, volunteer, assistant, athletic, (suspect), unsuspecting, fantastic

**All**

## Identifying Parts of Speech



**A** **2.8A Parts of Speech – page 18** Today we will learn to identify the parts of speech in a phrase. Label each of the nouns and adjectives in your workbook while I label them on the board. (See the Teacher Tip in the margin for Levels B and C.)

*big tree*

What is the noun in this phrase? *tree*  
Label *tree* with an N for noun.

*N*  
*big tree*

What kind of tree? *big, adjective*  
Label *big* with Adj.

*Adj N*  
*big tree*

*three rocks*

What is the noun in this phrase? *rocks*

*N*  
*three rocks*

How many rocks? *three, adjective*

*Adj N*  
*three rocks*

*long path*

What is the noun in this phrase? *path*

### Teacher Tip

#### Identifying Parts of Speech

Write each phrase on the board. Ask the students the questions to aid them in identifying the parts of speech. As the students become more proficient, have them ask the questions. Mark the parts of speech on the board while the students mark them in their workbooks.

### Teacher Tip

#### Identifying Parts of Speech

Write the phrases on the board and discuss and label the parts of speech as modeled in Level A.

#### Level B

**2.8B Parts of Speech – page 19**

*Adj N*  
*soft kittens*

*Adj N*  
*damp mittens*

*Adj N*  
*splendid weekend*

#### Level C

**2.8C Parts of Speech – page 20**

*Adj N*  
*volunteer assistant*

*Adj N*  
*fantastic puppet*

*Adj N*  
*complex index*

*long* <sup>N</sup> *path*

What kind of path? *long, adjective*

<sup>Adj</sup> *long* <sup>N</sup> *path*

2.9

## Dictation

Read each phrase. Ask the students to repeat it aloud, then write it in their notebooks.

- |          |                        |                         |
|----------|------------------------|-------------------------|
| <b>A</b> | 1. three trees         | 2. long street          |
| <b>B</b> | 1. swift creek         | 2. sweet muffins        |
| <b>C</b> | 1. volunteer assistant | 2. unsuspecting culprit |



### Optional The Essentials Reader

#### Unit 1: Ten Quips

- Re-read “Ten Quips” on page 7 of *The Essentials Reader*.
- Complete any remaining Post-Reading activities on page 6 of *The Essentials Reader Teacher's Guide*.
- Begin the Handwriting & Composition activities on page 6 of *The Essentials Reader Teacher's Guide*.

### Optional Practice

#### Dictation

- Ask the students to expand each phrase into a sentence.
- Dictate the phrases while the students write them on blank paper. The students may then illustrate each phrase.
- Mark the parts of speech on each of the dictation phrases. Mark the word according to the job it is doing in that sentence.

## Part 4 Words in Action

2.10

All

### Review

#### A Spelling Rule:

- **2.10A Plurals Practice – page 21** Write each plural word.

- **Spelling Rule:** Provide the students with the Phonogram Game Tiles: **a** through **z**, **ck**, **ee**, **th**. Read a word. Ask the students to write it with the Phonogram Game Tiles. Award one point for spelling the word correctly. Award one point if the student knows why the word is spelled with a K or CK.

milk	sock	seek	silk
quick	week	trick	luck
tack	lick	sleek	truck
rock	stink	lock	think

- **Grammar:** Review nouns and adjectives. Take turns listing three adjectives that describe a particular noun. A student or teacher then tries to guess the noun.
- **Phonograms:** Say a phonogram's sound(s). The students must hold up the correct Phonogram Game Card.
- **Spelling:** Read some words from the spelling list. The student may write them with Phonogram Game Tiles.

2.11

### Vocabulary

A

#### Level A Vocabulary

##### Compound Words

Sometimes two words combine to form a new word called a **compound word**. Compound words have two morphemes, or units of meaning. I will write two words on the board. Read each word, then combine them together and read the new word.

*sun + tan = suntan*

*bed + sheet = bedsheet*

*sick + bed = sickbed*

*sand + box = sandbox*

*hand + spring = handspring*

- **2.11A Compound Words – page 22** Complete the activity.

#### Materials

Phonogram Game Tiles  
Phonogram Game Cards  
Highlighter  
Student notebook

#### Level B

Morpheme Flash Card **-est**

#### Level C

Morpheme Flash Cards

-eer	volunt	spect
sub-	ad-	culp

#### Optional

Index cards

*The Essentials Reader, Teacher's Guide, & Student Activity Book*

#### Challenge

#### Levels B C

Include C at the end of the words: *classic, rustic, frantic, clinic, exotic, antic, manic, public, septic, relic, topic, gothic.*

#### Optional Practice

##### Short and Long Vowels

Dictate long and short vowel sounds. Ask the student to write the vowel with either a breve or a macron.

#### Teacher Tip

##### Compounds

Encourage students to discuss the meaning of each word individually and the new meaning of the compound word.

**B****Level B Vocabulary**

What is a morpheme? *A morpheme is a unit of meaning.*

Write *prefix*, *root*, and *suffix*, on the board.

*prefix    root    suffix*

Point to the word *root*.

What is the root of a plant? What do the roots do? *The roots provide water and nutrition to the rest of the plant.*

In the same way, the **root** is the part of a word that provides the core meaning to the word. The root of a word is the main morpheme without anything else attached to it.

If a root can stand alone as an English word, it is can also be referred to as a base word.

We will use the words *prefix* and *suffix* as an example.

What does *fix* mean? *to repair something*

*Fix* has more than one meaning. I will use *fix* in two sentences. Tell me what it means in the context of the sentences. He will fix a hook to the shelf. She fixed a stamp to the envelope. *Fix means to attach.*

Do you see the root *fix* in the words *prefix* and *suffix*? *yes*

Underline the root *fix*.

*prefix    root    suffix*

In these words, the root *fix* means to attach. *Fix* is also a base word because it stands alone as an English word.

In the word *prefix*, what is attached before the root *fix*? *pre-*

What are some words that begin with *pre-*? *precook, preheat, preview, prepare, prehistoric...*

*Pre-* means before. What does *pre-* mean? *before*

What is the literal meaning of *prefix*? *to attach before*

A **prefix** is a morpheme that is attached before a root. It is made up of one or more phonograms. Prefixes change the meaning of the word.

*Suf-* means below or after.

What is the literal meaning of *suffix*? *to attach after*

A **suffix** is a morpheme that is attached after a root. It is made up of one or more phonograms.

**Teacher Tip****Base Words and Roots**

Base words are roots that stand alone as English words.

Prefixes, roots, and suffixes provide clues to the meaning of a word. Prefixes are added to the beginning before the roots. Roots are the main part of the word. Suffixes are added to the end.

## Compound Words

One way to make a new word in English is to add two base words together. Some of the words in List 2 are made from two base words. Which ones?

*backpack*

*weekend*

When two base words combine together to form a new word it is called a compound word. What two words or morphemes combine to form *backpack*? ***back and pack***

*backpack = back + pack*

Why do you think it is called a backpack? ***It is a pack that goes on your back.***

*week + end = weekend*

What two words combine to form *weekend*? ***week and end***

What is a weekend? ***days that come at the end of the week***

## Suffixes: -est

Letters that are added to the end of a base word are called a suffix. Suffixes change the meaning of the word or its part of speech.

*thick + est =*

What do I get when I add *thick* and *-est*? ***thickest***

*thick + est = thickest*

Show the Morpheme Card -est.

What does it mean if something is the thickest? ***It is the most thick.***

*swift + est = swiftest*

What does it mean if something is the swiftest? ***It is the most swift.***

What does the suffix *-est* mean? ***most***

*-est* is a morpheme, a unit of meaning that means *most*.

### Teacher Tip

#### Suffix

*Suffix* is composed of two roots *suf-* (*sub-*), which means under and *fix*, which means to attach. A suffix, therefore, is literally letters that are attached at the end of (or under) the word.

**-est**  
**superlative adjective,**  
**the most**  
*Old English*

**2.11B The Suffix -est – page 23** Write the new word. Use it in a sentence.



## C

## Level C Vocabulary

When learning vocabulary, it is important to learn the meaning of the parts of words, because that can help us understand other words. Remember, each unit of meaning is called a morpheme.

Look at your spelling list. What patterns do you notice? *Three words end in the suffix -eer. Four words include the root spect.*

**-eer**

Look at the words that end with the suffix *-eer*.

What is a puppeteer? *Someone who acts with puppets.*

What is a volunteer? *Someone who freely offers to do something.*

Show the Morpheme Card **-eer**.

What does the morpheme *-eer* mean? *It refers to a person.*

On Spelling List 2, highlight the suffix *-eer* in the words *puppeteer* and *volunteer*.

What are the roots in volunteer? *volunt + eer*

Do you have any guesses what *volunt* means?

Show the Morpheme Card **volunt**.

*Volunt* means *will*.

How does *will* relate to a *volunteer*? *A volunteer is a person who is willing to give their time.*

Write the word *profiteer* on your whiteboard.

What is a *profiteer*? *Someone who makes a profit.*

**spect**

Look at each of the words that use the root *spect*. These words are all related in meaning. What do you think *spect* means?

*Spect* is a Latin root meaning *to look* or *to see*. We will see this root again.

**suspect** - What is a suspect? *Someone who is thought to have committed a crime.*

What is the prefix that is added to *spect* to make suspect? *su-*

*Su-* is an assimilated form of *sub-*. What other words can you think of that begin with *sub-*?

Write the words on the board as the students list them.

What do you think *sub-* means?

**-eer**

**noun suffix that denotes a person**

*French*

**volunt**

*vol*

**will**

*Latin*

**Teacher Tip****Spect**

In the Vocabulary for Level C, students will compare the meaning of words with the root *spect* and discover their relationship in meaning. Some words are more tightly tied to the root in their current meaning and others are loosely tied.

**spect**

*spec*

**to look, to see**

*Latin*

**sub-**

*su-*  
(before *sc*, *sp*)  
*suc-*

*suf-*  
*sug-*  
*sup-*

*sur-*  
*sus-*

**below, under, beneath, secondary**

*Latin*

Show the Morpheme Card **sub-**.

*Sub-* means below.

How many variations of sub are there? **eight**

Why do you think there are eight different spellings? ***It assimilates to the first letter of the root.***

Together, read the words on the back of the Morpheme card *sub-*. As you read, discuss the way the morphemes work together and compare them to their definitions today. The students do not need to learn all of the roots. The exercise should aid them in discovering the logic underlying how the morphemes work together and provide them with clues to the meaning of the word.

- Subway – a way that is underground.
- Suspect – spect (to look) Suspect means to look under or see under.
- Succumb – cumb (to lie) to lie under.
- Suffer – fer (to bear) Suffer means to bear under. Someone who is suffering is usually bearing under a pain or difficulty.
- Suggest – gest (to bring, to carry) Suggest means to bring from below. To suggest is to bring up an idea.
- Supplant – to plant below. It typically means to replace.
- Surrender – render (to give). Surrender means to give under. When someone surrenders, they give themselves under another authority.
- Sustain – tain (to hold). Sustain means to hold from beneath.

Before an SP or an SC, the prefix will drop the consonant /b/. The prefix then becomes simply *su-*. Why do you think this is? ***It is hard to say a consonant before those sounds.***

What do the morphemes for *suspect* literally mean? ***to look under***

How is the literal meaning of the morphemes in *suspect* related to its meaning today? ***When someone is a suspect, there is a period of looking into their guilt or innocence. When you suspect something, you look under the surface to try to understand what is there.***

Notice that the definition based upon the morphemes and the definition of how the word is used today are not quite the same, but they are analogous.

Use *suspect* in a sentence.

*unsuspecting* - What does *unsuspecting* mean? ***Someone who is unsuspecting does not suspect anything.***

Use *unsuspecting* in a sentence.

## Optional Practice

### Vocabulary Level **C**

- Write each of the roots and prefixes on index cards to create a set of vocabulary flash cards. Review the cards daily.
- Use the vocabulary cards to play a game of Memory.
- Create a word wall with roots, prefixes, suffixes and their meanings and derivatives. Ask students to add to the word wall as they find related derivatives.

## Teacher Tip

### Un-

For students unfamiliar with the prefix *un-*, point out that *un-* means *not*. Discuss how the prefix changes the meaning of *unseen, unthankful, unwanted, untaught, uncooked.*



*spectrum* - What is a spectrum? **A range of colors, objects, or ideas that are related.**

Use *spectrum* in a sentence. **There is a wide spectrum of views on the topic in the class. A rainbow is a spectrum of colors.**

How does the word *spectrum* relate to seeing? **A spectrum is a way of seeing the relationship between a range of ideas. We can see a spectrum.**

*aspect* - What is an aspect? **It is a part or a feature of something.**

Use *aspect* in a sentence. **Speed and agility are two aspects of basketball.**

What is the prefix that is added to *spect* to make *aspect*? **a-**

Show the Morpheme Card **ad-**.

A- is an assimilated form of *ad-*. *Ad-* means to, toward, add. In *aspect*, *a-* means *to*.

How many variations are there to the spelling of *ad-*? **eleven**

Why do you think there are so many forms? **It assimilates to the first sound of the root**

Like with *sub-*, the final consonant is dropped before SC and SP.

How does the word *aspect* relate to its morphemes? **An aspect is a smaller part of the whole. It is something you "look to" in order to see details about the whole.**

<b>ad-</b>		
a-	ag-	ar-
(before sc, sp)	al-	as-
ac-	an-	at-
af-	ap-	
<b>to, toward, add</b>		
<i>Latin</i>		

**Spelling List 2 – page 17** Highlight the root *spect* in the words *suspect*, *unsuspecting*, *spectrum*, and *aspect*.

## culp

Write *mea culpa* on the board.

Look at your spelling words. Do you notice a part of this phrase in one of your words? **Culp is in culprits.**

What is a culprit? **someone who is guilty of a crime**

*Culp* is the Latin root for guilt.

Show the Morpheme Card **culp**.

The Latin phrase *mea culpa* means *my fault* or *my guilt*. This phrase is often used in literature and in the news when someone is taking responsibility for a mistake.

Do you see a word that could be Latin for *my* in *mea culpa*? **mea**

<b>culp</b>
<b>guilt</b>
<i>Latin</i>

**2.11C Matching – page 24** Match the morphemes in your workbook to their definitions.

2.12

## Dictation

Read each phrase. Ask the students to repeat it aloud, then write it in their notebooks.

A

- |                |                  |
|----------------|------------------|
| 1. black truck | 3. ten rocks     |
| 2. sick dog    | 4. strong string |

B

- |                     |                  |
|---------------------|------------------|
| 1. mammoth backpack | 3. grand weekend |
| 2. exotic seedlings | 4. deep pockets  |

C

- |                      |                     |
|----------------------|---------------------|
| 1. assistant dentist | 3. complex aspects  |
| 2. abstract myth     | 4. tranquil matinée |

### Optional Practice

#### Dictation

- Ask the students to expand each phrase into a sentence.
- Dictate the phrases while the students write them on blank paper. The students may then illustrate each phrase.
- Mark the parts of speech on each of the dictation phrases.

2.13

## Reading



A

**2.13A Reading – page 25** Read the phrases in your workbook. Read the phrases a second time, practicing fluency.

### Teacher Tip

#### Struggling Readers

If a student struggles to read multi-letter phonograms in the context of words, provide support by underlining the multi-letter phonograms.

2.14

## Writing Strong Sentences

A

Look at **Spelling List 2 – page 17** Find adjectives and nouns that work together to make a phrase. Write six phrases in your notebook.

### Optional Practice

#### Reading Level A

Write the words from Spelling Lists 1.A and 2.A on index cards. Rearrange the words into phrases and practice reading them.



## Optional The Essentials Reader

### Unit 1: Ten Quips

- Complete the Handwriting & Composition activities on page 6 of *The Essentials Reader Teacher's Guide*.
- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 6 of *The Essentials Reader Teacher's Guide*.

## Part 5 Check Your Understanding

2.15

All

### Review

- **Grammar:** Review Grammar Flash Cards 1, 1.1, 1.2, 2.

#### C Vocabulary:

- Provide the students with six index cards. Say the meaning of a morpheme. The students write the morpheme on an index card. Combine these with the index cards from Unit 1.

noun suffix that denotes a person — *-eer*

will — *volunt*

to look, to see — *spect*

below, under, beneath, secondary — *sub-*

to, toward, add — *ad-*

guilt — *culp*

Say the literal meaning of the morphemes and ask the students to choose the correct index cards to form the word, then write the word on their whiteboards. If the word includes a prefix that assimilates, ask the student how it will assimilate and why.

to pull together — *contract*

to pull below — *subtract*

to strike together — *conflict*

to strike toward — *afflict*

to stand below — *subsist*

to stand toward — *assist*

to press together — *compact*

with parts — *complex*

to look beneath — *suspect*

#### Materials

Grammar Flash Cards

LOE whiteboard

#### Level C

Index cards

Morpheme index cards

#### Optional

*The Essentials Reader, Teacher's Guide, & Student Activity Book*

2.16

## Check Your Understanding



### Check Your Understanding 2 – page 27-28

All

### Phonograms

Dictate the phonograms for the students to write in their workbooks.

1. ee /ē/ double /ē/

2. th /th-TH/

3. m /m/

4. u /ū-ü-ö-ü/

5. h /h/

6. t /t/

7. v /v/

8. i /ī-ē-y/

9. w /w/

10. x /ks-z/

- |                           |                    |
|---------------------------|--------------------|
| 11. r /r/                 | 21. c /k-s/        |
| 12. f /f/                 | 22. y /y-ï-î-ê/    |
| 13. g /g-j/               | 23. z /z/          |
| 14. j /j/                 | 24. b /b/          |
| 15. ck /k/ two-letter /k/ | 25. qu /kw/        |
| 16. e /ë-ê/               | 26. d /d/          |
| 17. ng /ng/               | 27. k /k/ tall /k/ |
| 18. n /n/                 | 28. l /l/          |
| 19. a /ă-ā-ä/             | 29. p /p/          |
| 20. o /ö-ō-ö/             | 30. s /s-z/        |

All

## Vowels

Listen to the vowel. Circle the correct vowel.

- |      |      |
|------|------|
| 1. ü | 4. ö |
| 2. ä | 5. ī |
| 3. ē |      |

## Dictation

Read each phrase. Ask the students to repeat it aloud, then write it in their workbooks.

A

- |                 |                 |
|-----------------|-----------------|
| 1. green trees  | 5. black string |
| 2. three trucks | 6. sick cat     |
| 3. long pond    | 7. strong sun   |
| 4. ten streets  | 8. rock path    |

B

- |                     |                      |
|---------------------|----------------------|
| 1. deep creek       | 6. swift swing       |
| 2. exotic seedlings | 7. steep canyon      |
| 3. mammoth muffin   | 8. splendid backpack |
| 4. sweet kittens    | 9. damp weekend      |
| 5. thick pocket     | 10. slick            |

C

- |                           |                           |
|---------------------------|---------------------------|
| 1. insistent assistant    | 7. fantastic myth         |
| 2. suspect profits        | 8. abstract matinée       |
| 3. complex aspects        | 9. athletic volunteer     |
| 4. spectrum               | 10. hammock               |
| 5. unsuspecting puppeteer | 11. consistent instrument |
| 6. insistent culprit      |                           |

## Teacher Tip

### Struggling Students

Remind students to sound out each word as they write it.

All

## Grammar

Ask students to label the nouns and adjectives in the dictation phrases.



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### **Unit 1: Ten Quips**

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 6 of *The Essentials Reader Teacher's Guide*.